Transcript of Drew Koch Presentation
Seeking Excellence and Promoting Success in the First Year of College and Beyond

Diane Todd Sprague – Thank you Justin. I'm extremely pleased at this point to introduce Andrew (Drew) Koch. **Drew** is presently serving as the Director of Purdue University's Student Access, Transition and Success Programs department, a part of that institution's Enrollment Management division. Drew has been professionally involved with student access and success enhancing efforts for nearly 15 years. Prior to coming to Purdue University, Drew served in several student success-related capacities including the Director of Freshman Advancement and Associate Dean at Hofstra University, the Assistant to the Dean of Summer College at the University of Richmond, and as an Editorial Assistant and Research Associate at the National Resource Center for the First-Year Experience and Students in Transition.

Drew has extensive experience with learning communities, summer bridge programs, first-year seminars, pre-college outreach programs, orientation programming, efforts for first-year honors students, supplemental instruction, diversity initiatives, and a host of other efforts designed to enhance student access to and success in college. His work includes extensive grant writing and research associated therewith, with funding coming from sources such as the Lilly Endowment, the Lumina Foundation for Education, and the National Science Foundation. In addition to his work experiences, Drew is the author of over a dozen publications pertaining to student success, including the 2nd, 3rd, and soon to be forthcoming 4th editions of *The First-Year Experience in American Higher Education, An Annotated Bibliography,* published by the National Resource Center for the First-Year Experience and Students in Transition. In the past six months, he has also published with John Gardner, the "father of the first-year experience," a book chapter on the history of the first-year experience movement in the United States and an introduction to a monograph produced by the Association of College Research Librarians on the role of the library in the first year of college.

Drew serves as the co-chair of the Indiana Access and Success Network, co-chairs the Twenty-first Century Scholars Postsecondary Support Network, and is on the editorial review board of the *Journal for the First Year Experience and Students in Transition*. He was also recently elected to the Directorate Board for the American College Personnel Association Commission on Admissions, Orientation and the First Year Experience.

Drew holds a B.A. degree in history and German from the University of Richmond, an M.A. degree in history from the University of Richmond, and an M.A. in Higher Education Administration from the University of South Carolina. He is presently a Ph.D. candidate in American Studies at Purdue University and is writing a dissertation on the manner in which the first year of college is portrayed in popular publications and the impact that this has on the public's perception about what is occurring in America's colleges and universities. Please join me in welcoming Drew. (clapping.)

Andrew (Drew) Koch – How ya'all doing? You had probably a fifteen minute equivalent of the seventh inning stretch; that means I have two innings, (and I'm not allowed to go into extra innings I've been told) so, I have forty slides and I'm going to keep (or try to keep) most of them under 30 seconds a pop.

So we're going to move pretty rapidly here. I'm going to first give some thanks, one of the may things my very, very matriarchal, stern, German mother taught me is; I need to always give thanks; so I'm going to start that now, and I'm going to end that way. And somewhere my mother won't become twitchy in anyway because she knows that her son has minded his manners. First, I want to thank Diane and Toots, for not only inviting me here and graciously extending the offer; but also putting up with me as I waited till the last possible minute to submit my power point presentation, and a whole host of other things. It's been a busy life of late. What wasn't in the bio is my wife (she works at Purdue as well); she was named

director of an area, and we're trying to figure out how two directors can make their first priority (which is our first priority) the rearing of their children and still find time to sleep.

So; we've been juggling a lot. But truth be told; (if any of you know how you can do that, please see me after the session; we need all the help we can get.) I'd also like to thank John and Justin on many levels; I was joking with Justin on how (they didn't just set me up for the presentation I'm about to give; maybe they even will sort of make me look bad, because arguably they did some of the stuff better than I'm going to.) So, thank you, ya'll did a real nice job starting things out. I do want to say that Steward Hunter sends her regards. Those of you who know Stewart (and those of you who don't you need to get to know Stewart) you will know her as tremendously gracious, tremendously knowledgeable, somebody whose far more attractive, and far cooler than I am. So truth be told; as we go through this, what I'm hoping is what it's all said and done; you don't feel like you've been baited and switched in the process of doing these things.

I also wanted to applaud you, for coming together like this. I've been involved as Diane had shared in some networks across Indiana for the past ten years (as long as my wife and I have been there.) And; we think we're something special; because we come together and share, and it's nice to come here and see we're not that special. You're doing it! (And actually we're not sharing on this topic yet, so guess what I'm going to go home and talk about needing to do); so you are taking the lead in this area and I congratulate you on doing that. (On a personal note; I know I shared a bit about my family scenario; I want to share that loans played a tremendous part in the degrees that you heard there; and they played a tremendous part in the degrees that my wife has as well.)

(True Story); Second day of my orientation I got a call from home and my mother said "You have to come home your father is going to have a funeral." (She was very direct or to the point); so I did go home; fortunately my parent's (and we have a close family and my parent's raised us to be close.) My parents had always been very, very supportive of everything we did; particularly in education. My parents immigrated here; and so I'm the first generation in our family to be born here. There was never any doubt we weren't going to college. My parents saved up for that. So; fortunately for the undergraduate prospective I needed some loans; but it became very clear towards the tail end (as I was using more and more of that loan to get through, given that the primary bread winner was no longer amongst us.) That I needed to finish if I was ever going to pay these loans back. And then I kept going and taking more, so; then I met my wife when we both were at South Carolina. And I literally said to here as we got very serious; ("Sarah, the good news is; when we get married is that I have less than five hundred dollars in credit card debt; the bad news is; I have over more than 40,000 dollars of educational loan debt.") And she looked at me and said ("Drew, that's ok; I have less than two hundred and fifty credit card debt, and I have less than 30,000 dollars of education loan debt.") It was a match made in heaven. (group laughs.) The thing is; those loans never hurt us; those loans helped us tremendously. Get where we are; do what we're doing.

And I owe a lot to you and the likes of you. Many of you financial aid folks in the room; who took a clueless kid from New Jersey; who was at a college in Virginia; and counseled him accordingly so he could do that and subsequent iterations, in other Financial Aid offices. And you do that still today with many clueless kids from many clueless corners; and probably many far better informed. So; thank you for what you've done for me; and for my wife. I will say as well that since we've had the two kids; I have (every now and then; well when my wife was pregnant, I'd tried to talk to the child in the womb, and I'd ask each one; how much loan debt they had before they came out.) (group laughs.) I want to also contextualize (and I swear I'm going to start these slides. Once I get going; it's going to be rapid fire, Watch Out!.) (group laughs.)

I want to contextualize this as well; I'm a child who was born in the 1960's. Now; I have to differentiate between a child born in the 1960's and a 1960's child. A child born in the 1960's remembers a little of the 1960' and early 1970's; where a 1960's child has **no clue from about Woodstock until about the Bicentennial Celebration** in terms of what transpired. (group laughs.) One of the things I remember is Arlo Guthrie's song "Alice's Restaurant" (is there anybody else?) (Drew observes and responds; "ok, show of hands; see I'm not the only one.") Amongst my friends they all look at me ("Who?" Woody Guthrie's son, who? Ok, never mind.") And there's a part in there where he sings the whole Alice's Restaurant notion is this anti-war movement; and he sings this lyric over and over again; it's infectious (I'm not going to sing it now, but I could.)

And at one point in time he encourages the listeners and the folks in the audience (it's actually a recording, it's a live performance); he says "I encourage you to go out and start this Alice's Restaurant anti-war, anti-massacre movement. But don't do it by yourself because if you stand up and if you start singing this; people are going to look at you like you're some sort of loony, and lock you up.") And I'm saying that here too; and I'm using that to contextualize what we're going to do here. This is not about one of you going out like a Lone Ranger or "Rangeress" and leading the Alice's Restaurant equivalent of **Student Success Movement;** this is about you joining others in that movement. That's what Guthrie said in his song; "But if four of you got together it would be a movement, and imagine the difference you could make."

Well, I don't know if it's four, or if it's all four here; but the point I'm getting at is y**ou need** to do this partnership with others. (Ok, I'll get into that a little later.) What I do want to do is also give a little more credit to where this comes from. I did draw heavily (with the permission of; and I'm going to look straight into that camera and say "Stewart Hunter, Betsy Barefoot and John Gardner, thank you for letting me steal your slides.") These aren't entirely theirs, but there close to entirely there's; I "Drewed" them up a bit. They'll recognize them if they ever need any. (Now let's move on.) I'm going to tell you what I'm going to do; I'm going to do what I'm going to do, and then I'm going to tell you what I just did and hopefully; all three are the same when it's said and done.

First: We're focusing on the first year of college; why? (Drew observes and response) "What's that?" high tuition, ok; are there other pieces? Sets the tone, ok; you'reall right. In our analysis (and the sad thing is that I've been reading about; doing research on and working on this since the late 1980's, early 1990's.) And what I read then in a book published in 1989, was that a third of the students who started their first year of college (this fall) are not at the same institution a year later. That doesn't mean that they're not enrolled somewhere, but they're not at the same institution.

Ok; broadly if you look at our institution when **we** did an analysis at Purdue of students who voluntarily withdrew (that is; they were in **good academic standing** and they **elected not to come back to the university**.) Nearly half of them left either after the first or second semester. And they left in **good academic standing;** that's not saying half of our first year class left like that because in that case; I shouldn't be here; you all should be telling me how to do **my job.** But; of those who did leave over half of them made the choice to leave at that point in time. So; it's a vital point in time, where either a student makes a connection or doesn't, or makes a decision to make a connection elsewhere. Also; (and this is a really long sentence so basically I'm not going to read it); but about what I would tell you is that there is about four/five key words in there and it really boils down to; this is about helping you (hopefully) helping all of us; to think about what it is from **our prospective** we can do. (and I did use and borrow this phrase **"Attack on the core problem of student success."**)

Now; a**ttack** sounds well; assertive, aggressive; (but I believe and those with me do believe) that we need to come at this issue in an **aggressive, intentional manner;** that doesn't mean alienate your colleagues; because you could be that loony; (those that are always singing about and nobody like that; it get lonely, I

know.) What it does mean is you need to come at this; (and hopefully what we're doing in this session will give you some information to think about as you do that.) Now; by in large this will have five components to it. We're going to spend one component to really contextualize the retention issue. We're going back to look at who leaves the institution and why do they leave. We're going to then spend some time thinking about some things that will help us (perhaps) address some of these issues as we move forward.

And then, we'll follow it up with some common practices used to do so. Now these are practices that are very widely accepted and utilized. They're probably widely accepted and utilized on your own campus. But really our point here today is it think about them; ask some questions about them; so that **you** in turn can be a part of the discussion back at home. And then the last component of course would be would be some conclusions and some recommendations.

We all know that the retention piece is a **major concern** of institutions across the United States; so much so that it's one of the nine variables of factors that the **US News** and **World Report** takes into account. At least first/second year retention when creating its rankings. Now, that is a good/bad thing. Now, first off let me say why it's good.

It's good because it help us, it requires us, it forces us, (if nothing else does) to examine what's happening within our institutions. I think it's bad because it places retention in the fore-front of outcomes or indicators of what we're doing; and while on some level it is; on another level it's a by-product of what we do; it's a by-product of good services that you offer, it's a by-product of the success that the student has on campus; it's not the end (rather it **is** the end) associated with many other outcomes and if those other outcomes don't occur it's no surprise that you have retention issues. Now, one point I want to make with this, is that retention as a result, has become the bain of many folks existence; it's become the bain of many of my faculty colleagues. I was at an educational round table meeting in Indianapolis; (I'll leave out the date and time so the guilty cannot be identified.)

But, one of my faculty colleagues sat there amongst all our legislators and said "If we really want to address retention, just give everybody A's and B's and they'll all stay." That is patently false; and let's think about this; because if we do this; this means the students who want to work, and want to work hard, and want to learn; don't feel like it's being recognized or rewarded (if they are reward outcomes) and simultaneously they don't feel like there's a culture of success on your campus. And those who don't want to work and learn probably aren't going to work and learn anyway; and who's to say that A's and B's are going to keep them around. Ok; I've equated on some level to VW and Porsche (now I love VW's and I love Porsche; German was my first language, I had to learn English second, ok; and I have a thing for German engineered vehicles; even though I drive a Chrysler.)

(Well it's all owned by a German firm; so; well, there you go.) Now I share this. In the 1970's Porsche had a niche as it does now as an elite sports car maker here in the United States. Obviously they've made them elsewhere; but selling them here. And Porsche said "What can we do to grown our market sector?" and they said "Well we just need to make a more affordable sports car." So they partnered with VW and introduced that affordable sports car; and just as lowered expectations would in higher education; so they did in the market place.

Those who got the Porsche because, well, it's a Porsche, stopped getting it because it's **really** a **VW;** and those who bought the VW, because it was a VW; didn't get Porsche because it was a Porsche; ok; the point I get at is; **expectations lowered and the company took close to a decade to recover.** Same is to be said (even though it's a gross simplification of what I'm getting at), same can be said of higher education; **we've got to keep expectations high; we need to keep expectations high.** Simultaneously, **we need to offer services that help students realize those expectations.** The phrase is "Challenge but

Support" and that's where the **Student Success** piece comes in. What I can say is (moving on) it has been a **major focus,** but; we **still have unacceptable levels of failure!** Of attrition (and I'm not quite sure attrition is always indicative of a **failure** by the way; and we'll get into that in a little bit.)

We still have issues of where we're spending plenty of money on re-mediation; repeating courses; recruiting new students (which are all indicators of us needing to ameliorate for attrition related issues.) And the negative consequences therewith such as student's not graduating, having loan debt that they can't possibly and won't be in a position to repay. Now; I don't want to be a downer; but attrition (has been at least for the past 25-30 years, just like the energizer bunny; it just keeps going and going in spite of what we're trying to do); if you look at studies the attrition rates are on par, maybe a little lower some years maybe a little higher other years; but on par about the same. As I shared that 1/3 from the book published in 1989 is still the case now in 2006 (well, it's 2007; but that data's not out yet from that Cohort); but the point I'm getting at is, it's still a **major issue.**

That doesn't mean what **we are** doing has not been for naught; ok (and I'm going to get into that shortly.) But, first; I want to get into; what types of students leave, and why do they leave. Ok; not these are some things that we do know. Now; that does not mean, you walk around campus and say "Hey, you're a low socio-economic male; you are so out of here!" Ok; the point I'm getting at is that some of these characteristics that hold pretty steady over the course of time. At least **current time;** that we're looking at in terms of indicators and some things you might want to take into account. Students are **more** likely to drop out (as it says there) if they're male. (I had a boss in my first professional job at the University of Richmond; and the Dean used to refer to it as **"Testosterone Poisoning."**

(Well I'm not quite sure it's that); but what I will get at is; we have issues with our men (and we know this); and this is particularly true with men of color. But, it's not only true with men of color. We have issues with folks from low socio-economics backgrounds (and when I say issues, I don't mean with them; we have issues retaining them.) First generation students, and non-traditional characteristics (such as the ones indicated there.) Now you knew this coming in here right? And you've known this for a while; I'm just verifying what we already know; and that data shows that this is indeed the case. In addition; students are **more** likely to drop out if they're academically under prepared (that doesn't surprise us; but its true.)

In our **open access institutions** and many of our **two year institutions** and our **four-year institutions** can be described as such. We have a strong chunk of that population. They work more than fifteen hours a week; (and I know that it says 15-20); and some of it depends on where they work (and we'll get into that a little bit as well.) They attend their second/third choice institution. (See; at my institution every time we got the SERP data back; we all beamed because close to 85-90 percent of the students responded saying that they're attending their first choice institution.) That also probably has something to do with the fact that we have an 86-87 percent first/second year retention rate. I think we can do **better** than that. There are people who would give their eyeteeth for that retention rate.

But that shared; that's an indicator; their at the place they wanted to be to begin with, and that's something that needs to be taken into account. They don't live on campus; (many of our institutions don't even have the option for students to live on campus); but we know commuter students, or at least those who don't live on campus; have a higher likelihood of not being retained. And the last two elements; they don't become a part of campus-life, and there's a **strong connection** between that **living on campus** or **near campus at least** in being a part of campus-life. And they don't participate in things like Learning Community or First Year Seminar (and I'm going to go into those shortly.) But; there is a correlation in the research (**A STRONG CORRELATION**) (again, Justin shared earlier); we can't say causality entirely, although some research has shown some causality with first year seminars.

(Strum and Hunts research), but by in large; not controlling for the **volunteer effect** there is (**A VERY STRONG CORRELATION**) between participating in things like **Learning Community** or **First Year Seminars.** The last element really pertains to **us.** The first two pertained to **our students;** but the last element pertains to **us.** And it's a simple bullet; **what we examine and what we do matters.** And you're going to hear that time and time again throughout this. So we'll move on. The third part of this presentation. (see, we're making **rapid** progress; five parts; part three.) And really focus on some things to consider. And there are really nine components or nine elements of what we've dubbed **"Student Success"** and **"Retention Basics"** and they really are for **you** to think about. There's nothing here that I'm going to tell you (by the way) that tells you to: "go home and **do this one thing;** go home and **do that one thing;** you have to **think** about these components in the **context of your institution;** in the **content of your institution.**

But really; here are the nine; and quickly rattling them off and spending more time on them later.

- Are the expectations we set for our students and the expectations they have for us.
- Class attendance; (surprise, surprise that one's in there.)
- A Feed-Back Loop; the relevance of what's going on at the institution to what the student wants in his/her life. Or what's going on in the student's life.
- Plans for progress; pathway; something the students can **see,** and also **see** progress being made therein.
- Summer Work; (we'll get there, I'll show you some data on that)
- Off-Campus Work; we've talked about this a little; or just work in general.
- Positioning things from a **prospective strength** instead of **weakness (student weaknesses)** sort of avoid "blaming the victim" so to speak.
- The role **you** play in all this; and that's embedded throughout all this. (but I'm going to reinforce it then later.)

This being amongst the first:

The **expectations** we set. You've heard me talk about this already, so in the spirit of being expeditious; (as I promised I would be); I'm just going to ask you to **think** about;
"What is it that your student's expect?" "What is it that you expect of your students?" and **"Is there a consistency?"** Ok; this is why at my institution when we surveyed **Academic Advising,** we not only surveyed the students from the **Student's Stand Point** of **"How satisfied were you?"** and **"How important was this to you?" B**ut we did the same thing with the **Academic Advisors.** With regard to the delivery of **Academic Advising.** And where we saw the differences in terms of what advisors deemed important, and what students deemed non-important or vise a versa; were the areas where we decided to focus some training and some support.

So we could guide (or either educate students or educated advisors) in terms of who is it that we're working with; "What do we need to do to work with them and support them properly." I bring that us as one example of what can be done; that can be done across **any** enrollment management area; that could be done across any entity really in the university setting. Just keep in mind; the students are really coming and saying "I'm here because I want you to help me do what it is that I want to do." Now, if there are some things that we deem that they have to do; (and I'm not); this is not an academic twist on the customer's always right; because sometimes the customer isn't right. Ok, but sometimes we need to contextualize it; so they understand why it is we do some of the things were doing and how there is a relevancy in their life. (And I'll get into that in a little bit.)

A **Big One --** really is **Class Attendance.** And that is something (I'm not going to sit here and tell you **every faculty member must take attendance;** because I'm on a campus) and they have ears (and I'm hoping to make it to the airport by 3pm.) But what I will say is; **Does attendance matter?** (Does it matter in the courses that are taught on your campus? Do we **all** know if it **does or it doesn't?** We **all** say it **does**); but I have a student (she's an exemplary student) (because this is being video taped, I won't say to much about her other than she's got perfect 4.0) she said to me "Drew; I don't need to go to class in most of my classes; I just read the book and show up on test days." Well, I'm beginning to question (for this individual) **"Does attendance matter?"** But in the courses (and that's a whole other piece and I don't want to go there in terms of why it doesn't matter with the given course of study she's in, etc., etc.)

She's in one of our more challenging colleges too; this isn't one of those "Well she must be in a **"cake"** program" because none of them exist in Purdue. But what I will say is; if it does matter either philologically or outcome related; what are we doing to make sure students are there? Ok, what practices do we use? (and again, I'm not asking, I'm just asking.) These are things to think about as you move forward.

Now – Feed Back and the Importance of Feed Back:

My favorite story on this (is actually my least favorite story on this.) When I moved to Hofstra and started working there; one of the responsibilities that I had was oversight for our **Advisement Office** for undeclared students. And we also had responsibility for **Supplemental Support** for student athletes. And I carried just like the advisors with whom I worked and advising load responsibility in addition to the supervision responsibilities I had. Because I had played in college, because I had played from when I was a little child, because of all these things; because I was a student athlete; I had a certain group of student athletes who worked with me. And I spent the first third to half of the first semester asking all these students "How you doing?" No one ever said "I'm doing poorly." Everyone was doing great! And they were; just not in the classroom.

And this repeated itself time and time again (now I'm not saying that it's the same students every semester) but it was a common pattern across student cohorts. They **all** think there **doing great!** Alright, in a **"reality situation"** is because really in **most** of our courses; they're not getting **feed-back** on how there doing until they take their mid-term. Which could be 30-50 percent of their grade. And then they take that mid-term and (their used to in High School) having 682 tests in the marking period; and so they'll just do better on the next one; it'll all average out. (Half your grade is an **"F"** Dude! Do the math); so these are the pieces where; how are **we** giving **feed-back** (if we have like many institutions have) sort of a mid-term early warning system. How early is it if they already have an **"F"?**

One of my colleagues at Purdue; a gentleman by the name of John Campbell did his doctorial work on "Tapping into Web-CT Information" VISTA Information, which many, many of our faculty use as the computerized, web-based, inner-face with their students; and their iterations, blackboard, what have you; different forms for different places; but bottom line is; they're pretty available; pretty out there. And what John's done is; he's mined the data between high risk and high enrollment gateway courses (100, 200 level courses); where most of our attrition occurs, and high risk being defined as 30 percent or more earning D's, F's, and W's. And then he's looked at the trends; in terms of Web-CT use. Who's logging in and doing quizzes; who's interacting in class via the class hand held class response systems. What's the correlation between those things and turning in the home work; and doing this.

And all this transpires before there's even a mid-term. And the point is; we're playing with that so we can figure out who's exhibiting the behavior early on and begin outreach with the help of our advising colleagues in our respective colleges to interact with these students and already in week two saying "You know what? We see that you're doing this, this, and this; or not doing this, this, and this, (and historically

speaking; these are the outcomes), "So how can we help you?" Now there are some concerns; is this is a little "Big Brotherish." I think there is a fine line between being intrusive and being too intrusive. But, I think in the nature of trying to help students become aware; provide them with **feed-back** and help them, and suggest, and get them involved with alternatives that will help them avoid that **"F";** we can still do a lot.

Now we're in the nascence stages of doing these things; and John actually just had a fair chunk of his time bought out by Ed-U-Cause, so I would expect that you'll start seeing some publications and information on that as well. But, this is something that you can duplicate or do something comparable on your campuses. But; think about where the **Feed-Back Loops** exist. When do they occur; and is it in time enough to make a difference for the students who we're trying to serve.

The Fourth one is that Relevance Piece.

Is the course, the activity, whatever's transpiring relevant to that student? Alright; we've shared earlier if it doesn't make sense to them in terms of progress towards the degree; their life plan; why are they doing it? Well, we need to help contextualize it; we need to help make it relevant to the students. That doesn't mean water it down, that doesn't mean do something different; that just means draw it in context. An example of this; (and let me show you how this was done); we have some high risk courses at Purdue; (every institution does); one of them is Chem 115. Chem 115 is the Chemistry you take if you're going to major (and most of our majors in our College of Science; if you are majoring in any; or will eventually go into any of our Colleges of Engineering) you take Chem 115.

If you do not do well in Chem 115; chances are you will not finish with an Engineering or a Science degree. (the direct correlation there.) Now what we noticed; is that there was a disproportionately high (disconcertingly high) connection between low-income and minority students; and failure rates in Chem 115. Now some of that may very well be due to socio-economics, some of that may very well be to historical factors at play there. But rather than turning around and saying "Well that's beyond us"; we said "What can we do?" And we decided; one approach was to draw more culturally relevant examples into the curriculum. That doesn't mean change the curriculum; that just means draw on other examples so that it's not all about white males in the Chem course. And we did that in the context and in addition with the **Learning Community;** and we created a **Multi-Cultural Learning Communities Program.**

Now they're not called that because why would a student want to go to a **Multi-Cultural Learning Community** class; that's educational jargon. So, one's called **"Bonding"** and it's a play on term (its chemistry based) another is called **"Ideas", Investigating Diversity and Engagement through Service."** Now that's a long way of saying "They do a lot of Service Learning Projects.) Those students in **Ideas** and **Bonding** partner together, they take Chem. 115 together; they have supplemental instructions as part of it (and I'll get into that a little later); it's the same Chem course, same Chem exams; ok; everything's the same except there's **Multi-Cultural** content in there. And in addition; those students are asked to apply that in Indianapolis Public Schools. Providing programming for 7th, 8th, and 9th graders (really teaching them about chemistry), so that the students **become the teachers.**

Now; I bring all this up, (it sounds like extra work); **IT IS!** Alright; **Success** is about **High Expectations;** but our students **do** demonstrably better (statistically significant difference across cohorts, and we've been doing this for over four years; not just in chemistry, but overall.) First and Second year retention rate for the minorities who've participated in this program (and it's not all minorities), is 14 percent points higher (and that's statistically significant at the point 05 level.) Ok; we have enough of a cohort to say that. What is it? Well, we made the education culturally relevant. Ok; and by the way; more than half the participants in this are caucasian, so it's not just a program for minorities. But the point I get at is we had the means to do it (believe me we've done a lot of things poorly, I'm not going to talk about those here, makes a better presentation I think.)

But, that's an example of some of the things we did to make education relevant. And some ways you can think about it as well. It doesn't have to be done that way. You just need to work with folks and figure out "How can we do this?"

The next one is closely linked; and that really is: **A Clear Plan for Progress.** Whether that's a clear plan with Financial Aid, or a clear plan through course work. That's a clear plan through connection with support programs. One of the reason's why the office that I work with exists (and it came into existence just little over a year ago); is that we did all these various programs and pieces in Enrollment Management, we had Orientation over here, we had the Purdue Opportunity Awards over there, we had this program here. We served the same populations, yet we **never** bothered to connect what we did.

Ok; so with my office now, we're connecting what we're doing, so that the 7th and 8th graders we're working with in the 21st century scholars can become a part of Purdue Opportunity Award Program, can participate in our Orientation program in our learning communities; become mentors as their sophomores and juniors; and basically have an intentional continuum mapped out on some level if they choose for it to be so; from the 7th grade through to graduation. Now that's what our office does on some level, same thing needs to transpire (and by the way) Financial aid and financial planning is a key part in this entire map-out process, this isn't done independent of that; it's done in conjunction with that.

This one was probably not a surprise to many of you; since many of you work with packaging Summer aid and things along those lines. I think it's a surprise to some folks, even may be some of our dear family members who think that "Summer is a **Down Time"** at colleges and universities. (YEA!) There is a (as it says) **amazing** correlation between attendance in the summer and higher graduation rates. And there is the question; "Is it cause and effect?" The answer is **I don't know.** But, if a student says to me "Think I should take that summer course?" all you need to do is pull up this chart and say "Look at this." (now this comes from the Center for Educational Statistics; National Center for Educational Statistics.) It is a little old (Justin was pulling stuff that was like a **week old**, I'm pulling up stuff that's **seven years** old; darn you!) But it holds true over the course of time. But; look at the difference (now this is not just the summer before the first year, this is throughout an academic career.) Ok and look at the difference that summer study (at least there's a correlation) that between summer study and graduation; ok, on that. And look at that across; now I will say there's not a box in there (and I have to check back with my colleagues who pulled this together) I don't believe that they intentionally left out for Native American's; there's just not a box there for them; and that's something I want to do some follow-up on. But; look; I'm still not pleased, don't get me wrong; I'm not looking at Latino differences and saying "Oh 56.4 graduation rate; that's sweet." No it's not! But that's a heck of a lot better than the 48.6. There's a bit of an anomaly it's one of the few that you have that jump in the middle where there is some. But what this is saying; summer study and the amount of summer study matters in degree completion.

Now, I know that may be the "No dumb moment", but here you have the table to verify that. At my institution (actually in the state of Indiana; we have used "Gear-UP" monies, you may do this in Michigan as well) to fund a "Gear-UP" summer scholarship. And this is targeted at really our 21st century scholars. (In recent years because of some tightening of Federal Funds, early on the good news was that used to be able to spread across any given year; ok; any summer; for any classification of student as long as they were an undergrad.) Because of some funding and some priorities; and some of the ways "Gear Up Grants" were written; we're now focusing on really that front loading it between the summer between the end of high school and the first year, and the summer between first to second years. Now it's really to early to tell whether that's making a difference (I'm actually a little alarmed, I prefer to have it the other way; because I think students who are progressing have just as much need for this type of summer work as students who are entering the institution.) But, be it as it will; at least funding is available for that type of thing. And it's something to think about as we move forward/as you move forward.

Work: Now telling the people who work with work-study; that work matters; is a lot like telling people who buy cars that cars are important. You know what I mean! It's kind of one of those things **"NO DA!"** But what I will say; the **type** of work and **where** a student works matters as well. Ok; our studies show this; students who work somewhere between the 15-20 hours do better than those who work more. They also do better than those who don't work at all. Ok; if they're working on campus or off campus, in a campus related endeavor, and a lot of that has to do with the human interaction that transpires between somebody who works in an on campus office. Think about your own offices, think about your work-studies, your undergrad assistance (some of them you want to ring around the neck, and some of them you'd want to take and you'd probably take them all under your wing; and show them the ropes a bit, or at least get them in touch with somebody who could help them.) That's what's given there.

In addition; they're on campus; there's that subconscious piece right? "Academic Stuff" occurs here, I'm working here, afterwards maybe I'll study. (I'm joking a bit, but I'm not.) There's sort of a correlation between where you are and what you do. Ok; very important. I have some questions down here for the sake of brevity. I will say; these are some of those things that you should take into account as you're moving forward. Especially the latter on Finances and Financial Aid; that is one **you** control directly in terms of how easy is the process, and how transparent is it in terms of what students do. Now a lot of times we want to focus on the **"at risk student."** A lot of times we want to turn around and do outreach to the **"at risk student."** And I'm not saying that that's not a good thing. What I am saying is by turning around and telling a student "Hey you're at risk." You're already predisposing that student towards failure. I'd encourage you; as you work with your colleagues; to focus on **"at risk processes" "high risk courses" "high risk this, that, and the other."** (And I shared earlier the **"high risk course"** as an example.) We looked at the courses; what are the courses in which the largest number of students earns D's, F's, and W's? Instead of turning around and then saying, student's of this type, that type, or that type; let's do this because your going to fail here; saying, "you're **all** enrolled in this course; here are the services that are available to you." Now don't get me wrong, we still target those historically **"at risk"** populations, but we are offering them services that are offered for a **"high risk"** course as opposed to just the **"high risk"** student. It's sort of a dove tailing effect, so we include targeting along with addressing things along those lines.

But also helps students build on **their strengths. They do have strengths, there are weaknesses, but they also have strengths.** Help them build on them as they move forward.

And this is the last one; but on some level the most important one. **Your Role** in **all** of this. **Your role** as an advocate for individual students; **Your role** as an advocate for students in general. **Your role** as a change agent in your institutions and across the state. You wouldn't be right here, right now, if you weren't at least on some level interested in change. And change in terms of what's going on. Altering the status quo, or maybe preventing things from dipping or getting worse. That's why you're here; what is the role that you can play at your institution. And also; what is the role of others at your institution. My colleague Betsy has down here the "Full-time/Part-time" question. This is not me saying "Full-time employees are better than adjuncts." This is me saying "Who is best equipped at your institution to support the students you bring in?." In particular right now first-year students. And if it is part-time or if it is adjuncts or TA's or whatever term you use; then what tools do you need to get them in order to make it feasible that they provide that level of support. That's what you need to discern. I want to contextualize this a bit and then we'll move on to the fourth component. Retention is going to be (even though I shared about it being the "R" word); even though folks think of it as a "lowering of standards" in some cases; and that's why we're focusing more so on **Student Success** with a by-product being retention. Retention it's still going to be something at the fore-front; it's still something that'll be taken into account as we are accessed. Justin talked about meeting Stewart at the Spellings' commission

meeting. There's no surprise the strong accountability aspects in that; accountability is all the rage, not just now, it has been for a good time now.

Where does retention fit into that? And let's also think about that from the stand point of what we're doing; is that, retention is what we do with a given student. We retain them at the institution; but students persist; ok, they go some place else and they continue study. So what is wrong with our model, where we get chastised for a student arguably or perhaps continuing on what she/he wanted to do. I told you about the voluntary withdrawal study that we did at my institution. And there we broke out not just who left and when did they leave; but what was their academic standing. Of the 1200 students who left voluntarily; 900 of them left in good academic standing. That doesn't mean that the other ones actually weren't in good academic standing; but they were on the cusp. So, let me rephrase that; but 300 of them had a 3.50 or higher.

Now, I'm a little alarmed that there's 300 students over the course of a six year period with a 3.50 or higher who left. But of those 300 (probably a good chunk), (I don't know if that's half or ten percent; this is something we'd need to determine.) Who there was nothing we were going to do with them; they were going to leave anyway. And the reason being is because they came to Purdue and they got what they needed; and maybe they were one of the three students who transferred into MIT. And so, if that's what students are doing, our emphasis should be on; ok, let's see if we can retain them at our institution. If not that; we can retain them in higher education. Now for those who have systems; (The University of North Carolina, Chapel Hill, sort of has this model in place.) They try to retain them at UNC, Chapel Hill. If they can't do that; they try to keep them in the UNC system. If they can't do that (then alright) they might as well go to NC State. And then if they can't do that; they can be anywhere in North Carolina or any other institution in North Carolina; then at least keep them in higher education somewhere. Now how do we do that? Is that **all** our job? **NO** that's not **all** our job alone, but it is our job (you know.) Begin to contextualize what does this mean, and I got news; a lot of people would turn around and say "Oh; you can use the clearing house to track that." Only if they borrow, or have things that we can track if they borrow. The point I get at here is we also lack a clear national or at least state-to-state system that allows us to track these things. What do we need to do then? I would wager that our outcomes are far better than what were reporting publicly, but we just don't know how to get at that. So, that's a thing to keep in mind.

Now; I'm going to use this next part (this is the fourth one) to talk about a little (in terms of student development theory.) I won't spend to long on it (we'll brush over it.) And then talk about programs that link with student development theory. And also ask questions about those programs. And ask questions for **you** to ask of others as you move forward with what you're doing. What we're doing in higher education in terms of a lot of these **First-Year Student Support Programs** is really based on theories. Probably about five different forms or models. There's more; but they fit broader categories. The first two pioneered by Vincent Tinto; and many of you are familiar with his work about student departure/student leaving.

The thing that disturbs me a bit about Tinto's work is that be basically took suicide theory from Durkheim and Van Genna; and applied it to **College Student Departure** processes; and on some level it's been the frame work. It's been used across higher education since he did this in the early 1970's. Lately there's more coming out (not necessarily to challenge Tinto, but at least some models that might be better), but by in large at least this **"Suicide Theory Based"** concept has helped us determine aspects such as institutional fit, and student integration into the institution, as sort of the **"Theoretical Frame Work** around which we do a lot of retention, **Student Success** related programming. Some more work that factors into this as well as Alexander Aston's work on **Student Involvement** with the basic notion; that a student who is involved; is a student who is integrated; and a student who is integrated; is a student who is retained.

So; again, this helps us look at some things where we talk about connecting students with one another; with opportunities on campus; as one of the vehicles towards helping **Students Succeed.** The next two; (do draw on; well Tinto again on the last one, but the second to the last one is the work of George Koo at Indiana University.) Many of you are probably familiar with The National Survey of Student Engagement; it's been around for close to a decade. And sort of growing in stature as time has proceeded. One of the components that's recently been introduced is called "Before College Survey of Student Engagement." The notion here is; a student, who is engaged in learning, is a student who is **less likely** to leave an institution. Ok; so in that regard what we're trying to do is at least facilitate student engagement in what she/he is learning. And this can also be in **Campus Life. A** broader engagement as well. Academics, Social, etc. And then the last component really is **Student Motivation.** Vincent Tinto and others have drawn on this.

Now; (in my opinion, which draws on the opinion of those who also do this presentation and arguably with greater savoir faire as yours truly), is that **Student Commitment and Motivation** are what matter the most in **all** this. The basic tenant is; it's pretty tough to stop a moving vehicle; or in this case a **committed and motivated student.** Now; there could be prior preparation deviances what have you, but a student who is **committed** to those things; a student who is **motivated** to over come those things; is a student we can help. And who **will** succeed.

Now the bigger question is how you identify those students. And there are tools that allow that to transpire, but I think on some level too, one of the reasons why we can't necessarily straight (I mean state) causality, or stay causality with some of the programs I'm going to be discussing shortly, is because **motivated** and **committed students** seek them out. So; on some level they volunteer themselves. But that is a reason **why you** need on some level offer these programs and services (many of you do); so that reinforces why.

(Let's move on.) I think the **First Year Programs** that I'm going to discuss really do (as I share) identify ways that **we** can support these **motivated and committed students. First Year Seminars;** (the bullets speak for themselves) in terms of what we should question about them. The **First Year Seminar** itself is one of the older and definitely the more rigorously assessed forms of **First Year Programs.** Those of you who are familiar with the **First Year Seminar** movement, some people sometimes call it the **University 101 Course,** the **Freshman Year Experience Course,** what have you; it can be done **many** ways. It can be **Discipline Specific,** it can be an **Expanded Orientation Course,** it can be an **Academic Endeavor** that is not **Discipline Specific** it's just a **Core Reading Course** just for **First Year Students.** Bottom line; doesn't matter **how** you do it; what they've shown is that they help --being **First Year Seminars.** But some of the things you need to ask about **First Year Seminars** (if you do them); is how big is a good seminar? Ok; a seminar by definition is a small enrollment class. I've been to **First Year Seminars** on my campus that enrolled 400 students. I believe we have to have a truth in nomen clature law, (because **that's not** a seminar.)

(But anyway, that's actually been affectionately dubbed "Sleep 101." All of that aside); how big is effective? I'm not saying it's got to be one faculty member and her three dynamic **First Year Students.** I am saying; **size is** something that needs to be taken into account (**size does matter** when it comes to **First Year Seminars.)** Does the **type** of instructor make a difference? When I say **type** should it be an **academic advisor** who advises these students? Does it matter if it is? Should it be a **faculty member** in the student's chosen major? **Does it matter?** You're going to need to know or understand that to contextualize that in **your** environment. The research suggests that **Peer Instructors** are helpful as well. But, when and where is also important. Again; that's something you're going to need to assess.

The last component I want to get into is (aside from these); is; **Do the number of credits matter?** Well, the National Research suggests it does. Students who are enrolled in three credit **First Year Seminars** do better with regard to grade and retention; than those who are enrolled in lower credit seminars or seminars that offer no credit. But, again; you're going to have to contextualize this in **your** environment. What does it mean to **add** more credits to a rigid ABET (the nationally recognized **engineering accreditation agency)** accredited Engineering Program. That's a discussion that I would not tell you to go in without armor; ok; but at least to be cognizant. The Policy Center on the First Year of College has done extensive research on this. **There are resources out there available to you, your faculty colleagues, your enrollment management colleagues, etc.** if you want to learn more about this.

Jumping on to **"Learning Community."** I love learning communities; I think they're fantastic; but I will tell you, I'm also critical of them. And critical in a way that can at least be deemed constructive. If you're going to just throw students together in an environment; not give them much structure, put them in a residence hall (if you have residence halls and that's how you want to do it); or put them in **link courses** if that's another way. That may work -- may not work. What I do know is that intentionality matters. So, the question that you need to ask yourself as you move forward on this is; what sort of structures do you need to have in place with regard to **learning communities** (and again by **learning community** I mean); either **link courses** in which students of the same cohort takes two or three or more courses together as a cohort, a shared residence hall experience, if that's an option on you campus; or both linked together in some institutions. (In ours; we do all three.) There are a lot of questions with **learning communities.** We do know that nationally speaking (and also at my institution I can tell you) there's significant differences (statistically significant differences) between **participants** and **non-participants** with regards to retention. The students in **learning communities** are retained at a **higher rates.** The students in **learning communities** graduate at **higher rates.** Now I will tell you; I'd be a little shaky (or at least on shaky ground) if I were to tell you the **learning community** is responsible for their higher graduation rate. Alright; because doing something for one semester or maybe two; the impact of that 8-10 semesters later ("ugh" that's a little shaky.) But, what I can tell you; is from a front loaded model from keeping them engaged from first year until the second year, for giving them friends who; they wind up (we have at least two scenarios where **learning community** (have married couples); not that we promise our students that they'll find their life partner in their **learning community;** but it's nice to know that sometimes they do.) They do tell us routinely (in survey format and anecdotally speaking") "my best friend", my apartment mate", "my this", "my that", and "my other.") Come from my **learning community** experience. And if you think about it; it makes complete sense. We're manipulators, we're **Grand** manipulators, we are intentionally putting students with the same academic interests, into the same environment with each other with the intent that they connect. And then; we're not surprised when they tell us they do. Ok; but, that's why this is good. But; you know some of the bigger questions are; "What's the impact on faculty?" "What's the impact on student leaders?" Alright; I can tell you (having worked with faculty at my institution); that in some cases it's been very invigorating for this faculty. In other cases; well it hasn't been. (Is probably the best answer.) And what are the pieces we need to have in place for our faculty, if they are going to be our primary agents with our **learning communities.** These are some questions you need to ask; among with your colleagues as you move forward.

Advising – I can't say enough about **Academic Advising.** I've talked a lot about **Academic Advising.** I think though one of the challenges with **Academic Advising** even though (let me give you an example; I went to a Noel Levitt's conference about two years ago, where one of our colleagues from Noel Levitts turned around and said "If I could pick one thing and only one thing to do (and by the way I don't think you can), but if I could pick one thing and only one thing to do with regard to **Student Success/Student Retention;** I'd make sure they'd have **Academic Advising.** On one level I couldn't agree with him more; on another level there's not much research out there (unfortunately) that supports it. It's a gut response, it's intuitive, but I think as you move forward; and as we move forward, we need to think about intentional ways to not just show that the advising is important, but to link that advising with what we do.

We for example; and a number of our **learning communities** have an advisor who either co-teaches a course, or at least is linked with the cohort of students that goes through (so that interaction occurs with the academic advisor) where the advisor is actually the instructor in the course; those students are seeing their advisor anywhere from 1-3 times a week. And then, sometimes advising happens. Alright; there's (not a; or shouldn't be a surprise) that those type of things transpire. So; think about how you use; and how you situate academic advising.

Two others – just real quick; **BIG** real fan of **Supplemental Instruction.** Just for definition sake (by this; I don't just mean tutoring or anything **supplemental** because those are great too; and I am a fan. But this literally is an endeavor that targets **high risk** (historically **high risk**) courses. I talked a little bit about that earlier. (Courses with the 30 percent or higher D, F, W, rate.) High enrollment courses; we have a "Mad" Course at Purdue (these are the courses students call "Weed out Courses") and that's when they're being nice. They've got better words, but you're a refined audience; I won't use them. But; we have a "Mad" Course at Purdue that has a 45 percent D, F, W, rate. That means close to half the students stepping into that classroom are not going (or well; a "D" isn't really passing if it's in they're major.) There not going to pass the course. (That's one where we focus this attention.) And what transpires is; a student (an undergraduate) who earned an "A" in the course comes back; is given facilitation and study skills training; and she/he then leads (voluntarily) out of class sessions. What's intriguing is that person also attends the class again. And they're there, and their hearing what the professor's sharing and they're putting plugs in for SI. Early on you may have a lecture (there's a recitations that break-out and get real small) but you may have a math lecture with 150-200 students in it (sometimes larger than that) yet first week she'll share (the supplemental instruction leader) will share what's transpiring; (you know; two students show up.) Low and behold; by the third week **"it's a Movement."** Because they know it's challenging. Now; don't get me wrong; they're some where they only show up before the exam, and that doesn't do much good. But the ones who come consistently **do demonstratively better** (anywhere to a half to a full letter grade difference) in terms of the students just like them from a pre-preparation stand point, who just elected **not to go.** So; one of the things we've been doing is linking that with more and more of these gateway courses. Physics, Bio, Chemistry, a lot of them are in the math and science area. And a lot of our students attend that; (**big difference for retention**) and that holds true across gender, across race, really nice outcomes. I will just say this; about living in a residence (for those of you who have that option); it's on option that I would **highly encourage** for students. There's a strong correlation between just residing on campus and the benefits that does in terms of proximity. Enough said on that. Couple other quick elements, (and these are really sort of the last two to three that I want to go through.)

Earlier Justin had talked a little bit about **Bridge Programs;** and part of what he shared a bit was that the **Bridge Programs** themselves provide an orientation. Now, whether you have a **Bridge Program** (that's 8 weeks of intensive academic boot camp; or you just have a two-day orientation program; or a one-day orientation program); it is better to do that than nothing at all. There's a lot of research out there. There's also research in the Journal from the **National Orientation Director's Association;** and the Journal for the **First Year Experience and Students in Transition.** That shows the correlation between participation in orientation and better student outcomes. And this is a **Prime One.** (By-the-by); where information in terms of **Financial Literacy/Financial Aid** can be embedded (that also can be embedded in some of the First Year Seminars; specifically those that focus on expanded orientation and **Student Success.)**

Service Learning – (and I want to bring it up, but I also want to say); **Service Learning** is a growing trend. On our campus we have a national program called **"EPICS" "Engineering Projects and Community Service."** Where the students form these cohorts (and actually have a **Learning Community** called **"The Epics Learning Community."**) The first year they come in; they get put on an **"Epics"** team with other first year students; with the intent that over the course of time they'll continue to work in this team. And they get credit in later years in the **"Epics"** course work as well; as part of their

engineering program. I bring that up (taking what you learned in the classroom; and applying it in a social context doesn't just reinforce what your learning in the books; it makes it socially relevant, ok.) So there are those benefits. The problem is that it's new enough and everybody loves it enough; but nobody has really assessed it yet. I can't stand here and tell you that there is a **high** correlation between participation in **service learning** and **retention.** Or **higher** grades, or this, or that. I think there is; but that's an area where further work needs to be done. But it is something to think about as you move forward.

Developmental Education – It has to go down here; in this regard out colleagues with the National Association for Developmental Educators (NADE) (and you probably have a Michigan equivalent or a subsidiary thereof. I know in Indiana we have (INADE.) Have done a tremendous service by showing us how vitally important this is; in showing us some good models out there. But it is a contentious area at least in the State of New York where I was; and some discussions that had transpired in the community system. And even in Indiana (where we're being told by our legislatures) that we should really allow our sort of budding and growing two-year institution to provide the Developmental Education Services. What I will tell you though; is many of us at Purdue still say very much; "We're into **Developmental Education."**

And we're into **Developmental Education** for this reason; if you're not calc-ready in engineering, if your not calc-ready in science; and you have to go into a different math; even if its college credit bearing. It still is ameliorative, it still is developmental. So; these are some things that you need to take into account, there are some things that you have to plan on showing at pathway. We have many students who through no fault of their own come from weaker, secondary and elementary preparation environments where they **have to** go into something lower than calc when they come to Purdue. Ok; (you don't need calc in **everything** at Purdue either; by-the-way. That's a secret I'll let you in on.) But; the reason why I bring this up is that should not be "Hey, Welcome to Purdue; Your Deficient." We need to structure some ways to help these students and show them pathways towards baccalaureate and perhaps even factor in some of that "summer study." And I'm sharing our laundry with you right now because it's something we're wrestling with more and more up front; and trying to figure out how we can structure these pieces. So, whether it is true quote, unquote non-collegiate development education, or if it is developmental education in that they're still getting college credit but its credit they need **before** they take the courses they **really** need. We need to think about this in a better manner. And **how do we** do that and keep the students motivated, and feeling good about what they're doing and not prolonging the process towards their degree. And if we **have to;** explaining why. A couple closing comments; in conclusion and recommendations. I encourage you **highly** (and not to do this alone, by-the-by, this is not your job, you have that **other** really **full-time job**.)

But, in the context of that job; to work with your colleagues on campus (in the area or environment where I work; I'm very fortunate; we have an Enrollment Management Analysis and Reporting component. Not huge, but a number of folks who can assist with this type of work; and it's not a "Hey; would you go do it, and come on back." We do it jointly; it's an informed process; it's a collaborative process. But we really did start to ask questions; what's going on and why.) And then involve some of our other colleagues in the question/asking process. Because the worst thing we can do is; ask all the questions and then run over the person who actually needs to do something with it and say "Here's what **we** think you should do." So, be collaborative in that regard. And that's where the second bullet comes into play.

Working with faculty and staff across areas; John mentioned this earlier about working with Enrollment Management folks as well. And I think a copy of that has served me well, despite the fact that I've talked **at you** now for close to 40 minutes. Is to remember **who** the learners of the message is sometimes more important than **what** the message is that is being delivered. So; you may get those findings, and you may be excited about those findings; but giving it to somebody else who can be equally excited; who'd be listened to; will help you achieve (in the short term) some pieces (in the long term) build valuable,

incredible relationships that will serve you and your students better in the course of what you're trying to do. I'd also encourage you to base your concepts on theory. (As I shared earlier); or base your plans on the theories that I shared earlier.

Some of the best practices I shared earlier. But; to bear in mind; that those theories are in and of themselves limited; many of them were done examining white males. (I like white males; I have **no problem;** I don't want to exclude them; otherwise I'd have to leave the mike now.) But, I don't think theories based solely on white males necessarily represent who's enrolled in college right now. So begin to ask yourself; what else do we need, to consider as we move forward in this. And then also; how well do the models that we are using pertain to today's students. (I did share that.) But; what other factors are at play? Ok; what else do you need to consider as you move forward.

The last two (and I've alluded to this one, so I won't go into it.)

Really the last one is the Pivotal role of **Assessment Evaluation –** I live in an environment not just where I work; but amongst colleagues, were in the absence of data. (data is great), and then the minute I provide the data; it gets **highly** questioned. I don't look on that as failure; I look at that as more of part of the process. I think I have learned probably more out of self-preservation to view what it is that I've been working on doing in **Student Success** as a sort of dialogic model (where talking about these things and we're advancing things in the process of our conversation. We're making decisions based on the data, rather than a dialectic model which is: Here we are; here, I bring this data, and we get this **new** thing. What we're doing is constantly emerging. The good thing about that is that it's putting our context into the proper context of right here, right now, and where we want to be in the future.

The other good thing is our work is **never** done. So; as long as you want a job; you have it. But, I want you, and encourage you, to assess and evaluate, to make sure you roll that into not just **what** you're doing in terms of "Oh look at the outcomes!" but do formative assessments so that you can continue to enhance as you move forward before you even have those summative outcomes. One last closing note: is; (I know I talked **at you** a lot; this hasn't really been that dialog that I just mentioned; it has really been a diatribe.) I am hoping that some of this could be of use to you (and I hared with you the most, if not **all** comes from my work with colleagues at The National Resource Center for The First Year Experience, and also colleagues at The Policy Center on The First Year of College.

They are two separate, but incredibly linked centers; they work very, very well together. Truth be told; the person who founded the one; then founded the other later when he "retired." (I guess that's what he does for fun.) And; I encourage you to use them as a resource; use one another as resource (which you already have.) I congratulate you one more time for coming together today; and encourage you to keep up the **good** work; and keep moving forward.

Thank You. (clapping.)